

## Cottageville Elementary

PO Box 208 / 72 Salley Ackerman Drive  
Cottageville, SC 29435

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	322 Students	
<b>Principal</b>	Karl Naugle	843-835-5716
<b>Superintendent</b>	Charles W. Gale Jr.	843-549-5611
<b>Board Chair</b>	Mr. Miles Crosby	843-549-5715

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	53	50	3

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Below Average	Unsatisfactory	No

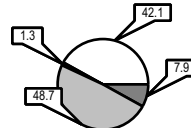
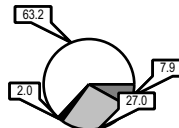
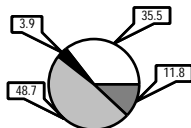
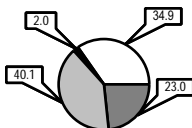
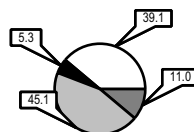
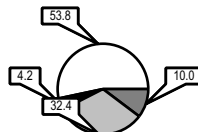
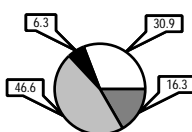
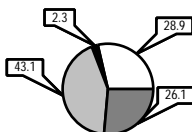
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

99.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	167	98.2	33.6	40.9	23.5	2.0	31.5	Yes	Yes
<b>Gender</b>									
Male	85	98.8	35.5	40.8	23.7	0.0	25.0		
Female	82	97.6	31.5	41.1	23.3	4.1	38.4		
<b>Racial/Ethnic Group</b>									
White	89	97.8	27.8	38.0	30.4	3.8	36.7	No	Yes
African American	72	100.0	42.4	43.9	13.6	0.0	22.7	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	144	98.6	28.7	44.2	24.8	2.3	35.7		
Disabled	23	95.7	65.0	20.0	15.0	0.0	5.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	167	98.2	33.6	40.9	23.5	2.0	31.5		
<b>English Proficiency</b>									
Limited English Proficient	1	0.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	166	98.8	33.6	40.9	23.5	2.0	31.5		
<b>Socio-Economic Status</b>									
Subsidized meals	136	97.8	37.2	40.5	19.8	2.5	26.4	No	Yes
Full-pay meals	31	100.0	17.9	42.9	39.3	0.0	53.6		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	167	99.4	35.1	49.0	11.9	4.0	28.5	Yes	Yes
<b>Gender</b>									
Male	85	98.8	31.6	55.3	10.5	2.6	30.3		
Female	82	100.0	38.7	42.7	13.3	5.3	26.7		
<b>Racial/Ethnic Group</b>									
White	89	98.9	23.8	56.3	15.0	5.0	35.0	No	Yes
African American	72	100.0	51.5	40.9	6.1	1.5	15.2	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	144	99.3	29.2	52.3	13.8	4.6	33.1		
Disabled	23	100.0	71.4	28.6	0.0	0.0	0.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	167	99.4	35.1	49.0	11.9	4.0	28.5		
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	166	99.4	35.3	48.7	12.0	4.0	28.0		
<b>Socio-Economic Status</b>									
Subsidized meals	136	99.3	40.7	46.3	9.8	3.3	25.2	No	Yes
Full-pay meals	31	100.0	10.7	60.7	21.4	7.1	42.9		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	167	98.8	62.7	27.3	8.0	2.0	10.0
<b>Gender</b>							
Male	85	98.8	61.8	28.9	7.9	1.3	9.2
Female	82	98.8	63.5	25.7	8.1	2.7	10.8
<b>Racial/Ethnic Group</b>							
White	89	98.9	47.5	33.8	15.0	3.8	18.8
African American	72	100.0	84.8	15.2	0.0	0.0	0.0
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	144	98.6	57.4	31.0	9.3	2.3	11.6
Disabled	23	100.0	95.2	4.8	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	167	98.8	62.7	27.3	8.0	2.0	10.0
<b>English Proficiency</b>							
Limited English Proficient	1	0.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	166	99.4	62.7	27.3	8.0	2.0	10.0
<b>Socio-Economic Status</b>							
Subsidized meals	136	98.5	67.2	25.4	6.6	0.8	7.4
Full-pay meals	31	100.0	42.9	35.7	14.3	7.1	21.4

<b>Social Studies</b>							
All Students	167	98.8	41.3	49.3	8.0	1.3	9.3
<b>Gender</b>							
Male	85	98.8	43.4	48.7	5.3	2.6	7.9
Female	82	98.8	39.2	50.0	10.8	0.0	10.8
<b>Racial/Ethnic Group</b>							
White	89	98.9	30.0	56.3	11.3	2.5	13.8
African American	72	100.0	57.6	37.9	4.5	0.0	4.5
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	144	98.6	36.4	52.7	9.3	1.6	10.9
Disabled	23	100.0	71.4	28.6	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	167	98.8	41.3	49.3	8.0	1.3	9.3
<b>English Proficiency</b>							
Limited English Proficient	1	0.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	166	99.4	41.3	49.3	8.0	1.3	9.3
<b>Socio-Economic Status</b>							
Subsidized meals	136	98.5	45.1	47.5	7.4	0.0	7.4
Full-pay meals	31	100.0	25.0	57.1	10.7	7.1	17.9

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	62	100.0	27.1	32.2	39.0	1.7	40.7
	4	63	100.0	33.3	48.3	18.3	N/A	18.3
	5	55	100.0	30.2	47.2	22.6	N/A	22.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	48	97.9	18.2	45.5	31.8	4.5	36.4
	4	55	98.2	39.1	30.4	28.3	2.2	30.4
	5	64	98.4	40.4	47.4	12.3	0.0	12.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	62	100.0	32.2	57.6	10.2	N/A	10.2
	4	63	100.0	30.0	46.7	18.3	5.0	23.3
	5	55	100.0	32.1	49.1	15.1	3.8	18.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	48	100.0	24.4	71.1	4.4	0.0	4.4
	4	55	98.2	34.8	37.0	17.4	10.9	28.3
	5	64	100.0	41.4	43.1	13.8	1.7	15.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	48	97.9	68.2	29.5	2.3	0.0	2.3
	4	55	98.2	45.7	37.0	13.0	4.3	17.4
	5	64	100.0	70.7	19.0	8.6	1.7	10.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	48	97.9	54.5	40.9	4.5	0.0	4.5
	4	55	98.2	32.6	60.9	6.5	0.0	6.5
	5	64	100.0	36.2	48.3	12.1	3.4	15.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 322)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	6.7%	Up from 2.4%	3.8%	3.0%
Attendance rate	95.7%	Down from 95.9%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.8%	Down from 5.6%	4.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.4%	Down from 2.8%	3.9%	3.2%
Eligible for gifted and talented	9.2%	Down from 11.4%	6.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.9%	Up from 4.3%	8.3%	8.2%
Older than usual for grade	1.2%	Down from 1.5%	1.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 21)</b>				
Teachers with advanced degrees	47.6%	Down from 57.1%	50.0%	52.6%
Continuing contract teachers	85.7%	No change	81.2%	83.3%
Highly qualified teachers	100.0%	No change	93.6%	93.5%
Teachers with emergency or provisional certificates	10.5%	Up from 5.3%	1.1%	0.0%
Teachers returning from previous year	74.9%	Down from 75.3%	85.6%	87.0%
Teacher attendance rate	100.0%	Up from 97.7%	94.9%	95.0%
Average teacher salary	\$37,070	Up 0.5%	\$40,899	\$41,703
Prof. development days/teacher	14.1 days	Up from 9.6 days	12.9 days	12.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 17.6 to 1	17.7 to 1	18.8 to 1
Prime instructional time	95.6%	Up from 91.9%	89.3%	89.8%
Dollars spent per pupil*	\$5,343	Up 11.7%	\$6,746	\$6,242
Percent of expenditures for teacher salaries*	64.5%	Down from 64.7%	64.5%	65.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	Down from Good	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	100.0%		89.4%	
Highly qualified teachers in high poverty schools	91.2%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Cottageville Elementary School serves the community as a pre-Kindergarten through fifth grade school. The school's student body consists of a diverse group of Caucasian, African American, American Indian, and Hispanic children. The Cottageville area is one of the fastest growing areas in the county. Overcrowding has resulted in classrooms that are too small. Some students are in portable classrooms, and most of our itinerant staff members have to share classrooms. The 355 students strive every day to learn and achieve at the highest level.

The school has become a vital part of the community. The P.T.O., School Improvement Council, parent volunteers, town council, and local churches have expended their energies to make Cottageville Elementary a warm and inviting place where students are challenged to reach their full potential.

The dedicated teachers have embraced the Cunningham 4-Blocks Language Arts model, the 4-Frames Math program, S.T.E.P.S., and the High Scope pre-kindergarten program in order to improve the students' reading, math, and social skills. Orchard computer software was added last year to improve reading and math skills. The student-run television program each morning promoted good character traits and citizenship.

All Honor Roll students were treated to an assembly and rewards each nine weeks. The children with no discipline trips to the office were invited to an ice cream party on the lawn. The staff challenged the students with new incentives to attend school and achieve. They continued the Citizen of the Day, Best Kids on the Block, and quarterly drawings for perfect attendance. These have created a higher level of accountability in the students to achieve all that they can.

Volunteers painted classrooms, hallways, and the gym and held the Fall Festival of Learning as well as Santa's Gift Shop. Volunteers also ran the Just Say No Cheerleaders, provided meals for the teachers, Teacher Appreciation Week treats, tutored students, and helped in classrooms. Eleven AmeriCorps volunteers spent eight weeks tutoring students and doing service work projects.

With all of these efforts on the part of parents, teachers, students, and the community, we look forward to soaring even higher next year.

Karl Naugle, Principal  
Rick Barr, S.I.C. President

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	21	60	35
Percent satisfied with learning environment	90.0%	84.5%	85.3%
Percent satisfied with social and physical environment	89.5%	79.7%	82.9%
Percent satisfied with school-home relations	80.0%	89.8%	82.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.